

**THE IMPLEMENTATION OF TEACHERS' TEACHING PREPARATION
IN TEACHING ESP AT UMM**

THESIS

In Partial Fulfillment of the Requirement for Master

Degree of English Language Education



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1. The thesis entitled: **THE IMPLEMENTATION OF TEACHERS' TEACHING PREPARATION IN TEACHING ESP AT UMM**

is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.

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Malang, September 26, 2018

The Researcher,



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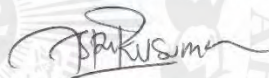

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ABSTRACT

Dewanti, Asri. K. 2018. *The Implementation of Teachers' Teaching Preparation in Teaching ESP at University of Muhammadiyah Malang* Thesis, Postgraduate of English Education University of Muhammadiyah Malang. Advisors: (I) Dr. Hartono, M.Pd, (II) Dr. Masduki, M.Pd.

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Key Words : *Implementation, Lesson Plan, Teaching, ESP*

To make a successful teaching and learning process, the teacher needs a preparation before teaching in class. It means that teaching preparation has the important role in teaching and learning process. A teaching preparation describes the elements that will be used in teaching a language course and provides the basis for instructional focus and content. This research intended to investigate the implementation of teacher's teaching preparation in teaching ESP at University of Muhammadiyah Malang.

This research used descriptive qualitative design because it was intended to describe the phenomena about the teacher's teaching preparation in teaching ESP at UMM. The subjects of this research were the ESP instructors. Besides, this research also involved ESP students to give the response toward the teaching of ESP. To collect the data, the researcher used observation, interview, teacher's document (lesson plan), and questionnaire. The data were analyzed by comparing the teachers' document with the observation done by the researcher. Then to complete the data, the researcher conducts the interview with the teacher and students. The result of this research showed that the teacher's teaching preparation in teaching ESP was implemented well by the instructors and the response was very good. However, in conducting the teaching activities, there were some points did not implement as the brainstorming and evaluation because the time was limited. In implementing the teacher's document, the instructors were elaborated it into three teaching phases, they were pre teaching, whilst teaching, and post teaching.

In conclusion, the teachers' teaching preparation in teaching ESP at University of Muhammadiyah Malang is implemented well by the teacher.

ABSTRAK

Dewanti, Asri. K. 2018. *Implementasi Persiapan Mengajar Guru dalam Pengajaran ESP di Universitas Muhammadiyah Malang* Thesis, Program Master Pendidikan Bahasa Inggris Universitas Muhammadiyah Malang. Pembimbing: (I) Dr. Hartono, M.Pd, (II) Dr. Masduki, M.Pd.

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Kata Kunci : *Implementasi, Rencana Mengajar, Mengajar, ESP*

Untuk membuat proses belajar mengajar yang berhasil, guru perlu persiapan sebelum mengajar di kelas. Hal ini berarti bahwa persiapan mengajar memiliki peran penting dalam proses belajar mengajar. Persiapan mengajar menggambarkan hal-hal yang akan digunakan dalam pengajaran bahasa serta menyediakan instruksi dasar untuk fokus pembelajaran dan konten. Penelitian ini bertujuan untuk meneliti pelaksanaan persiapan mengajar guru dalam mengajar ESP di Universitas Muhammadiyah Malang.

Penelitian ini menggunakan desain deskriptif kualitatif yang dimaksudkan untuk menggambarkan fenomena tentang persiapan mengajar guru dalam mengajar ESP di UMM. Subjek penelitian ini adalah instruktur ESP. Selain itu, penelitian ini juga melibatkan siswa yang belajar ESP untuk memberikan respon terhadap pengajaran ESP yang diperoleh. Untuk mengumpulkan data, peneliti menggunakan observasi, wawancara, dokumen guru (rencana mengajar), dan kuesioner. Data dianalisis dengan membandingkan dokumen guru dengan observasi yang dilakukan oleh peneliti. Kemudian untuk melengkapi data, peneliti melakukan wawancara dengan guru dan siswa. Hasil penelitian ini menunjukkan bahwa persiapan mengajar guru dalam mengajar ESP dilaksanakan dengan baik oleh instruktur dan responnya sangat baik. Namun, dalam melakukan kegiatan mengajar, ada beberapa poin yang tidak diimplementasikan seperti brainstorming dan evaluasi karena waktu terbatas. Dalam mengimplementasikan dokumen guru, para instruktur mengelaborasi ke dalam tiga fase pengajaran, mereka kegiatan pembuka, inti, dan penutup.

Sebagai kesimpulan, persiapan mengajar guru dalam mengajar ESP di Universitas Muhammadiyah Malang dilaksanakan dengan baik oleh guru.

INTRODUCTION

English for Specific Purposes (ESP) is an exciting movement in language education. It widens the opportunities for English teachers and researchers to explore the curriculum, course planning and implementation of ESP education and its impact on learners (Ching-ning Chien and Margaretha Hsu, 2010). Besides, ESP also leads learners to enter professions, focusing on the language of academic performance in specific discourse communities (sometimes preparing for near-future identified workplace needs) in the fields of Business, Engineering, Medicine, Information Technology, Law, etc. In short, ESP is given to the learners designed to accommodate and fill learners need in learning English based on their field.

Since ESP is taught as a skill to support specific needs of learners, they usually find problems on it. A study on the difficulties in learning ESP at Vietnam Universities by Nguyen and Pham Thi (2016) shows that the students face some problems in ESP as follows: (1) Students are not ready for ESP courses; (2) ESP classes are often too large; (3) Sometimes, ESP classes are delayed or cancelled; (4) Students' motivation is low; (5) ESP courses are too different from general English; (6) ESP teachers use traditional and monotonous methods; and (7) ESP teachers' qualification is inadequate. Besides, most students are used to the traditional teaching and learning methods. It means that students are timid and passive when they take the ESP course. Suzini (2011) shows that lack of vocabulary is one of the students' difficulties in learning ESP. This happens because they believe that they do not need vocabulary. Therefore, they have low motivation in learning the words.

Some problems in learning ESP need to be solved in order to achieve the goal of the teaching and learning process. Hence, teachers should provide a good way in teaching ESP, offer an interesting topic, create a conducive classroom atmosphere, plan a variety of teaching and learning activities, and teach the materials effectively. In brief, teachers have a crucial role regarding the successful teaching and learning activities.

In the teacher's hand, the teaching and learning activity will be successful or not. Teaching preparation holds an important part to help educational practices improve and achieve the goal of teaching and learning. Successful executives and professional people know that the price of excellence is careful preparation (Volkan Cicek, 2013). It means that by having a good preparation, the planned activity can be done systematically and effectively since the preparation guides and helps to do something, so that lesson plan is needed in order to lead teachers to do activities in the class effectively.

A lesson plan describes the elements that will be carried out in teaching activities in class, and it provides the basis for instructional focus and content. Lesson planning is important and has a pervasive influence on successful teaching-learning activities (Brown, 2001). It shows that lesson planning has a basic position in the teaching and learning process since it guides the teacher to teach in the class with clear objectives, a range of activities, and good method for teaching (Brewster, 2003). In short, lesson planning becomes an important measure of teachers' competence. By having pedagogical and professional competence, teachers can demonstrate their ability to bring about the intended learning outcomes.

In fact, however, previous findings show that many teachers have substandard lesson planning skills. Jalongo et. al. (2007) mention that many teachers develop poor lesson plans. The lesson plan is not in a good structure such as the objectives are not clear, the activities are presented in a random order, the timing is obscure and uncertain, and the materials are not listed up. Woodward (2009) explains most teachers were concerned about lesson planning. The teachers are worried that they cannot develop and implement the lesson plan very well. On the other hand, novice teachers tended to worry that lesson planning takes too long and too many things to consider.

To resolve those problems in teaching preparation, the teacher needs to create a good teaching plan in order to make students understand the material easily. In developing good teaching preparation, some important aspects should be considered by the teacher including the objective, materials, basic competence/language competence, teaching media, and activities. Scripting out the lesson plan helps teachers be more specific in their planning (Brown, 2001).

In line with a good lesson plan created by the teacher, it needs to be implemented as well. Implementing the lesson plan is considered to be the most important and difficult stage of the lesson planning cycle. In this phase, the lesson plan itself will retreat into the background as the reality of the class takes over (Farrell, 2002). Teachers may need to make certain adjustments to the lesson at the implementation phase. As many experienced teachers know, it is easy to get unfocused by unexpected events. However, teachers should remember that the original plan is designed with specific intentions in mind and based on the teacher's analysis of the learning competence of the students. When implementing

their lesson plan, teachers might try to monitor two important issues, namely lesson variety and lesson pacing. Variety in lesson delivery and choice of activity will keep the class lively and interested. To vary a lesson, teachers should frequently change the phase of activities from fast-moving to slow.

Based on the preliminary study conducted by the researcher, it was found that lesson plan development is usually ignored by the teacher in teaching learning activities. Hence, the researcher emphasizes this study on the implementation of teacher's teaching preparation. Phenomena shows that some ESP instructors still have no planning before teaching in the class. Lesson planning is often neglected, underutilized, misinterpreted, or poorly executed (Jalongo, et. al., 2007). In addition, the research result of Brewster 2003 also argues that some teachers consider lesson planning as collecting a number of more or less interesting ideas. This is alarming because when there is no preparation, there will be no plan, guide, and elements to teach. Thus, ESP teachers need preparation as planning and guidance in teaching since everything in the class should be prepared as well.

REVIEW OF RELATED LITERATURE

This chapter provides some reviews and literatures related to the topic. The writer will point out about English for Specific Purposes, lesson plan, problem in developing lesson plan, the implementation of lesson plan, and response. The following sentences will deeply discuss about them.

English for Specific Purposes (ESP)

ESP is well known for its learner-centred and content-based approach. It aims to meet learner-specific needs in the utilization of English for their specific

field of study. It can be stated that ESP is designed to meet learners' needs. Brunton (2009) states that ESP has been increased over the decades as a result of market forces and greater awareness among the academic circumstances that the learners' need and want to fill. It means that ESP is needed in order to complete the learners' necessity in facing their future life. Thus, the ideal ESP teachers must not only be skillful in English language, but also acquire the knowledge of a specific profession in order to provide an effective ESP course for the learners.

In addition, ESP is an approach to language learning, which is based on learners' needs (Hutchinson and Water, 1987). Do and Chai (2010) suggested that ESP is an English course based on the survey result and needs analysis in order to determine the specific activities that students have to do as well as the final goal they have to achieve. Thus, ESP is an English course of which the textbook and materials are adjusted to the learners' desires and purposes.

Besides, Dudley Evan and St. John (1998) point out that ESP is a tool to meet specific needs of learners. It is used to trigger methodology and activities of the discipline it serves, and it is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and gender. It means that it is also a device to support learners in order to construct their awareness of English based on their fields of the study and specific purposes.

Factor Influencing Teaching-Learning ESP

According to Suzani et.al (2011), language teaching and learning success depend on human elements and non-human elements. Human elements are related to the teachers and learners, such as teachers' role and learners' characteristics. In addition, interaction in the classroom between teachers and learners or among

learners is also parts of human elements. On the other hand, non-human elements are concerned about curriculum, syllabus, and lesson plan. Those factors are potentially challenging in teaching ESP.

Problems in Developing Lesson Plan

Since lesson planning is important in constructing effective teaching learning, teachers should know how to design it (Jasmi, 2014). Scripting out the lesson plan helps teachers to be more specific in their planning (Brown, 2001). He added that in designing lesson plan, teachers should be familiar with the curriculum, should know students' language needs, should determine the terminal objective and purposes of lesson, should choose suitable methods and techniques carefully, should decide appropriate exercises, etc.

Furthermore, in designing the lesson plan, the teachers got some difficulties. A study conducted by Jasmi (2014) revealed that some teachers confused in developing lesson plan because there were so many aspects which had to be assessed based on 2013 curriculum. Yet, she understood that in determining assessment, the teachers should refer to the objectives and indicator. The materials can be assessed in many ways based on emphasized skill. For advance, the teacher exposed that overall she got difficulties in implementing 2013 curriculum because she did not get any training or seminar.

The most difficult was integrating character building in lesson plan and how to assess it. This acknowledgement of respondent was supported by theories which propose that character building is unmeasurable (Syahmadi, 2014). Since the teacher did not get any training in term of the implementation of 2013 curriculum, it was the reason why the teachers got difficulties in implementing

2013 curriculum especially in designing lesson plan. However, she kept trying to dig more information of this 2013 curriculum particularly how to design it appropriately.

In addition, other factors caused problems in developing lesson plans were the teacher adapted lesson plan from internet and did not modified it based on her students' needs (Jasmi, 2014).

The Implementation of Lesson Plan

Lesson plan practices such as daily, overall yearly, and substitute teacher lesson plans are reviewed. Commonly implemented lesson plan practices include the concept or objectives to be taught, time block, procedures to be used, required materials, questions, independent practice, and evaluation (Volkan Cicek, 2013). Lesson plans should be ready latest as one week before the beginning of the academic year for the necessary arrangements to be made. The plan should be practical and usable, be economical in terms of teacher time, and strengthen the educational program. Moreover, it also depends on the grade level and subject matter, teachers may be required to follow curriculum designated by campus or district administration (Svetlana, 2009).

In the setting of this research, the implementation of lesson plan is based on the Government Regulation of Minister of Research Technology and Higher Education (MENRISTEK DIKTI) number 44, 2015 about the national standard of higher education. It tells about how an intitution of higher education plan and conduct the teaching and learning process. The lesson plan constructed is in the form of course outline (RPS) and created before the teaching and learning process. It should cover all the component of lesson as lesson objectives, material, lesson

description, procedure, evaluation, and time allocation. However, the implementation of it be supposed to be fix and detail started from the opening, main teaching, and post teaching.

The following steps are stages in the implementation of a lesson plan:

- Opening (pre teaching)
- Whilst teaching
- Post teaching

Response

According to Rosenberg and Hovland (2012), there are three components of attitudes that is called tripartite model. The first component is cognitive. This component can be identified by the representation of what someone believes or thinks toward something. The measurable dependent variables from cognitive component are based on perceptual responses and verbal statements of beliefs. The second component is affective which is defined as emotional feeling toward something. Generally, emotional reaction is affected by belief or what someone believes of something. The measurable dependent variables of affective component are sympathetic nervous responses and verbal statements. The last component is co native (behaviour). It refers to someone tendency to act in a particular manner to his/her attitude. The measurable dependent variables from co native component are overt action and verbal statements concerning behaviour.

According to Uchjana (2002), responses an individual can be identified by three aspects as they come from cognitive impact, affective impact, and behavioral impact. Firstly, cognitive impact occurs from the respondents which

make them know and increase their knowledge and experiences. Secondly, affective impact is purposes to respondents. It is not only to make the respondents know, but also attract their movement and to show their feeling (sad, happy, angry, hate, and sympathy). Lastly, behavioral impact occurs from the respondent in the form of attitude or action like activities to do somethings.

RESEARCH METHODOLOGY

Research design

This study was conducted to investigate the implementation of the teachers' teaching preparation in teaching English for Specific Purposes (ESP) at University of Muhammadiyah Malang. Through this research, the researcher wanted to know deeply and closely about the implementation of the teachers' teaching preparation in teaching ESP. The topic about it was one of the topics which could be found in the natural setting. According to Denzin & Lincoln (2008), qualitative research design is the best approach when studying phenomena in their natural settings. It is in line with Hitchcock & Hughes (1995) who stated that social behavior in natural setting is the main concern of qualitative approach. Therefore, the researcher chose qualitative research because this study was focused on understanding and interpreting the data through the narratives rather than the number.

It also proved by Bogden and Biklen (2007) who state that qualitative research is descriptive. In addition, the result of descriptive qualitative research contained quotations and tried to describe a particular situation. Thus, qualitative research was to narrate a study related to the nature of the situation particularly in the implementation of teachers' teaching preparation in teaching ESP at UMM.

Moreover, the qualitative data lead the researcher to explore and understand the meaning of something and develop a detailed understanding of such phenomenon (Creswell, 2012).

Research Subjects

According to McMillan (2011), a subject is an individual instructor in a study or someone from whom data are collected. In a qualitative research, individuals are identified as participants. Furthermore, the subjects of this research are the ESP instructors at UMM.

There were twenty-two contracted instructors and sixty-seven parttimer instructors. The instructors were teaching ESP which comprises Speaking, Listening, Reading, and Writing skills. Further, the researcher limited the subjects by concerning in some criteria. First, the subjects graduated from English Department Education Program. Second, the subjects had teaching experiences minimally two years. Third, the subjects had good academic achievement as the best ESP instructor from the institution. In addition, in choosing the subjects, the researcher used those qualifications in order to obtain relevant sources and valid data. She chose the most capable ESP instructors as the subjects since they were qualified in the teaching of ESP. They had good performances in teaching ESP as they achieve the best ESP instructors in their period of teaching and continue their S-2 degree. Moreover, they were the member as the RPS writer team in the university level. They also joined some seminars and workshops in order to improve their personal development in teaching. Some of them got an opportunity to take short course overseas.

The selection of the subjects was done by using snowball sampling technique. The researcher selected the most authoritative subject, and then went with the other authoritative subjects as recommended by the former until reaching the data saturation.

Research Instruments

Methods or techniques of collecting data were important parts in a research. It was concerned with the way the researcher gets the data from the subjects of the study. To collect the data, the researcher applied some techniques and uses some instruments. The following were the techniques along with the instruments that were going to be used to collect the data while conducting the research.

Ary, Jacobs & Rajavieh (2002) classified observation into participant and non-participant observation. In addition, Ary, Jacobs & Rajavieh (2002) explain that participant observation is an observation where the observer becomes the participants who join in particular group or organization. Meanwhile, non-participant observation is a procedure in which the observer does not participate as the member of group.

To collect the data, used non-participant observation because she observes the natural setting of: (1) the teachers' preparation for the teaching and learning of ESP; (2) the way the teachers prepare the teaching and learning of ESP; (3) the way the teachers' implement the preparation for the teaching and learning of ESP, and (4) the students' response towards the teachers' implementation of their preparation for the teaching and learning of ESP without participating directly in the teaching-learning process. Here, the researcher had a sit in the back row and

writes some notes in order to gain the necessary data. The observation was conducted when the instructor as the subject is teaching in the classroom.

Before doing the observation, the researcher arranged an observation checklist. During the observation, the researcher observed the factual situation of the teaching-learning process in the classroom such as: material presentation and the implementation of teaching plan related to the study. In addition, the research instruments used to collect the data during the observation are field notes and video recording. These instruments were used to record the teaching and learning process of ESP in the class. The researcher recorded the activity from the beginning until the class finish. Further, field note was to add the important data that could not be gained from the recording during the teaching and learning process.

Interview was aimed to obtain the secondary data or further information which could not be gotten through observation, or it could be used to verify the observation. In addition, Creswell (2012) revealed that in a qualitative research, open-ended questions are used to collect secondary data. It meant that by giving open-ended interview, the participants could give their best voices and experiences in order to give the valid information.

This research used open-ended interview to get the data because she wanted to know the instructors' belief and experiences about (1) their preparation for the teaching and learning of ESP; (2) the teachers' preparation of the teaching and learning of ESP; (3) the way they implement the preparation for the teaching and learning of ESP, and (4) the students' response towards their implementation of their preparation for the teaching and learning of ESP.

The interview was conducted after the observation in order to get further information. In this session, the researcher interviewed the ESP instructors as the subjects of the study. She asked some questions related to the study and also cross-checks what had been gained in the observation session in order to get the valid data.

To conduct the interview, she made an appointment with the participants related to the time and the place. The steps to conduct the interview were as follows:

1. Arranging the questions before conducting the interview;
2. Preparing the material such as a tape-recorder, note book, etc;
3. Asking the questions concerning the research problems;
4. Recording and taking notes based on certain information needed.

In addition, the instrument to conduct the interview was an interview guide. It was prepared before the interview section is conducted. The researcher composed the questions based on the information needed in the research. The questions included what to prepare for the teaching and learning of ESP, how the teachers prepare the teaching and learning of ESP, and how the teachers implement the preparation for the teaching and learning of ESP.

In addition, Creswell (2012) stated that public and private records, newspapers, personal journals, and letters are categorized as documents. Here, the researcher took the data needed in the form of documents in order to add necessary information. The data were the teachers' lesson plan or other important written documents such as lesson course outline, materials, and work sheets from the instructors as the subjects of the research. It was also said

by Ary (2002), “qualitative writers may also use written document to gain an understanding of the phenomenon under study.”

In addition, the instruments were in the form of teachers’ documents of the lesson plan. The file/document of the lesson plan was constructed by the ESP instructors as the research subjects. It was used to support and add the information in the research and also as additional instruments in order to triangulate and complete the data.

Creswell (2012) defines survey as procedure to collect quantitative data by using questionnaire or interview to the participant(s) to describe attitudes, opinions, behaviors, beliefs or characteristics of the participants. Since this present study aims to know the pre-service teachers’ beliefs about being professional language teacher, then questionnaire is appropriate to be used. Questionnaire is a written instrument that consists of questions to be answered or a collection of statements to be responded by the respondents. It is used to gather factual information that is measured by using scale (Latief, 2015). Thus, survey technique by using questionnaire as the instrument is chosen to collect the quantitative data about teachers’ beliefs.

The questionnaire was given to students who got ESP subject taught by the ESP instructors as the research subjects. Here, there were four classes selected and 24 students as the representative in every class in random. The total numbers of the participants were 100 students. In addition, there were the criteria and formula to count the percentage of the students’ response as follows:

The criteria to count the students’ response:

No.	Criteria	Score
1	Very poor	24 – 44

2	Poor	45 – 65
3	Moderate	66 – 86
4	Good	87 – 107
5	Very good	108 – 120

Table 3.1 the criteria of the students' response

The formula to count the percentage of the students' response:

$$P = F / N \times 100\%$$

Where:

P = percentage of the students' response

F = frequency of the students' answer

N = the number of the student

In addition, in counting the percentage of the students' response, this was the qualification:

Data Collection Procedure

In collecting the data, the researcher used observation, interview, and documentation. After deciding the instruments, she needed to make a systematic procedure which was relevant to the instruments. As stated by Yin (2011), "Collecting data refers to the compiling or accumulating of objects (documents, artefacts, and archival records) related to the topic".

The steps in collecting the data were as follows:

1. Observing the teaching and learning process of ESP and recording the activities by a video recorder in order know the implementation of the preparation for the teaching and learning of ESP.
2. Arranging the questions and interviewing the research subjects about what the teachers prepare for the teaching and learning of ESP, the way the teachers prepare of the teaching and learning of ESP, the way the teachers implement

the preparation for the teaching and learning of ESP, and the students' response towards the teachers' implementation of their preparation for the teaching and learning of ESP.

3. Compiling and checking the teachers' documents such as lesson plan, material, work sheets, and course outline to support the data.
4. Collecting and selecting the necessary data from the research subjects in order to get the relevant data.

Data Analysis

Data analysis is a process where the researcher systematically searches and arranges the data in order to increase his/her understanding of the data and to enable in presenting what is learned (Ary, Jacobs & Rajavieh, 2002). In addition, Miles and Huberman (1994) state that data analysis as consisting of three concurrent flows activity: data reduction, data display, and conclusion drawing/verification. Data reduction referred to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcript. The second was data display generally refers to the display of an organized, compressed assembly of information that permits conclusion drawing and action. The third was conclusion drawing and verification. Here was the procedure in analysing the data:

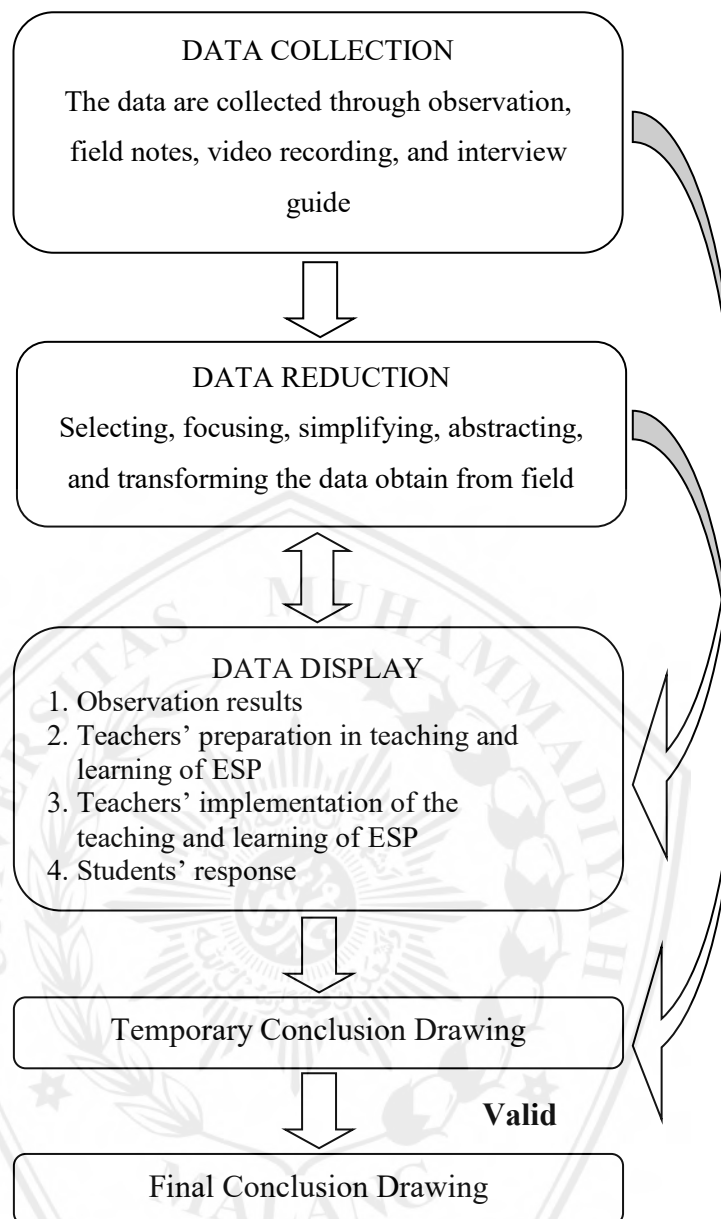


Figure 3.1 Data Analysis

FINDINGS AND DISCUSSION

Research Findings

The research findings consist of: (1) the preparation for the teaching of ESP, (2) the way the instructors prepare the teaching of ESP, (3) the implementation of the instructors' teaching preparation for the teaching of ESP, and (4) the students' response towards the instructors' implementation of the teaching of ESP.

The Preparation for the Teaching of ESP

Based on the result of the data analysis, it was found that the ESP instructors as the subjects of the study did some preparation before they went teaching in the classroom. They prepared the materials, methods, media, and evaluation. It was badly needed in order that the teaching and learning activities run effectively.

The materials prepared by the ESP instructors were based on the students' major and needs. They were important to be prepared since ESP provided specific English rather than general English. Thus, the materials had to fit the specific needs. Besides, the ESP instructors also prepared the teaching media based on the topic given.

In LC, everything is already good, LC provides books, so I only need to improve my teaching skill also the book. Because the books are written based on the syllabus, I don't need to apply other modules because LC has already provided books, sources of teaching. (see Appendix 6 l.n 51-58).

But, what I learned before teaching at LC was reading ESP books and other kinds of materials that I should deliver to students, etc. Then, I imagined that I teach in medical. At that time, I was gray, knew nothing about ESP, so I just goggled, then read some articles. Well, I did preparation just like that, without any practice in the class. (see Appendix 7 l.n 50-54).

In teaching ESP, we really need preparation, Bu, because English that we teach should be related to their major. So, the most important thing for ESP instructors is trying to search the relationship in English in their major. (see Appendix 7 l.n 60-64).

The ESP instructors prepared the media to support the teaching of ESP. They used ESP pictures, cards, laptop, and LCD as the media since they were easy to find and commonly used. In their opinion, the media also had an important position because they supported the teaching and helped the ESP instructors deliver the materials easily. Therefore, media were needed to prepare very well before teaching.

Besides, the ESP instructors believed that good methods were also needed in order to prepare to help them manage the class well. They prepared the methods

based on the level of the students. They used student-centred methods to teach because they were suitable for the level of the university students. Here, the ESP instructors acted as the facilitator and helper for the students in learning ESP.

The last preparation was evaluation. The ESP instructors prepared the evaluation in order to give feedback and reinforcement to the students effectively. They thought that it was important because evaluation was an inseparable part of teaching. By having good evaluation, the teaching and learning process could be assessed in such a way that the assessment result could be used to know whether or not the learning objective had been achieved.

The Way the Instructors Prepare the Teaching of ESP

Related to the way the ESP instructors prepared the teaching of ESP, the ESP instructors took some steps, namely (1) analysing the syllabus, (2) developing the lesson plan, (3) preparing materials and media, and (4) choosing the methods and techniques, and (5) evaluating the activities.

Analysing the Syllabus

The first step in preparing the teaching of ESP was to analyze the syllabus. It was intended to know the important and necessary things needed to be covered in the lesson plan. The syllabus contained standard competence, basic competence, indicator, core materials, learning experiences, assessment, sources, and time allocation. The syllabus was developed by LC.

Well, actually, I have contribution to develop the syllabus, bu Asri. It is very much alike syllabus, so the syllabus is related with teaching learning process within one semester, in which we knew the construction during one semester. But lesson plan is more detail than syllabus; lesson plan is all about teaching scenario for day today in each meeting, depends on the class condition. (see Appendix 6 l.n 89-94).

It means that the ESP instructors also have a contribution in designing the syllabus. It was aimed to help them teach ESP within one semester. By having the

syllabus, they could teach ESP easily since it was used as a basis to construct the lesson plan.

Developing the Lesson Plan

After analysing the syllabus, the ESP instructors developed the lesson plan. The lesson plan contained of the materials, learning objectives, learning activities, assessment, and sources to be taught in the classroom. The lesson plan guided the teaching of ESP since it covered the direction and steps in teaching. In addition, it also helped them teach ESP effectively and systematically.

Alhamdulillah, LC provided syllabus. So, each instructor has one. From syllabus, there was core, namely course outline, in which this course outline was prepared in order to distribute it to the students. Basically, course outline was same each other, but the difference is for whom this course outline made, there was engineering, psychology, depends on the instructors on how she/he are able to deliver the material as fun as possible. I am not using any lesson plan. So my main direct is course outline, like 'well, am going to teach this topic in...' then I made folder, in each folder was based on the skill, like Reading and the sources. So I do not write the plan in formally and for the day today lesson plan there always be continuity development. That is why, the most important thing that I must have is lesson plan. It must be the materials, techniques/strategies should be creative, not monotonous or like "preaching" method. But, in LC, we are demanded to have students-centred activities. So, the students should have responsibility in their way of learning. (see Appendix 6 l.n 100-109).

Here, in developing the lesson plan, ESP instructors always developed periodicity. It was aimed to create better teaching activities including the choice of strategies/techniques and materials. They used students-centred and other fun activities to make fun and attractive teaching. It was good to help students enjoy the teaching and learning activities.

Preparing Materials and Media

After that, the ESP instructors prepared the materials and media. In preparing the materials, the ESP instructors created and compiled them from the text books since it provided good and complete materials and a lot of inputs and practices for students. In addition, they also used other sources like internet, magazines, and some other authentic materials. They selected and compiled the

appropriate materials based on the relevant field of the study and the students' needs. Further, the ESP instructors set the media and learning sources based on the materials.

The media and learning sources used in the teaching of ESP were varied. The ESP instructors selected and used effective and efficient learning sources like academic papers, magazines, and newspapers, and media such as photos, cards, pictures, laptop, and LCD. They were chosen because they were simple and easy to get.

Choosing the Methods and Techniques

The next step was to choose the methods and techniques used in teaching ESP. The ESP instructors applied several methods and techniques like role play, games, and other student-centred methods to facilitate the students in learning ESP. They were good since they invited students to think critically, have a good team work, and present their task bravely. Moreover, the methods and techniques used were also suitable with the level of the students.

Evaluating the Activities

The last step was evaluating the class activities. The evaluation conducted in the end of the teaching. The ESP instructors evaluated the activities by asking some questions and giving feedback about the lesson. They also gave reinforcement and assessment to the students about the ESP. The evaluation also became the last activity in the teaching since it was the closing teaching and learning process.

The Implementation of the Instructors' Teaching Preparation for the Teaching of ESP

Based on the result of the observation field notes, the researcher found that the ESP instructors implemented the teaching preparation through the following phases: (1) pre-teaching, (2) whilst-teaching, and (3) post-teaching.

In the pre-teaching, the ESP instructors opened the class by greeting and checking the attendance list of the students. After that, they also made an interaction by asking some questions related to the students' activities. Further, they brainstormed the students and introduced the material to the students. Then, the ESP instructors distributed the media (papers) to the students containing the task and activities in the classroom. In this phase, the lesson plan from the ESP instructor was implemented well. She implemented all plans she made orderly. It was categorized good since the lesson plan and its implementation well matched.

In the whilst teaching, the ESP instructors gave a short explanation about the material. She asked and invited some students as the volunteers to come in front of the class and demonstrated the activities. Then, the ESP instructors provided time for the students to do their task. Further, they collected the result and discussed them in front of the class. In this phase, the implementation of the lesson plan from the ESP instructor did not completely run well. She planned to invite the students one by one to report the result of the task. However, it was not done well because the time was limited.

In the post teaching, the ESP instructors evaluated the materials. They checked the students' understanding related with the activities. After, they gave tasks to prepare and do at home as the assessment. Further, the ESP instructors

closed the class by greeting and informing the following material for the next meeting. In this phase, the implementation of the lesson plan was good. The ESP instructor planned and implemented all the points in the post teaching.

The Students' Response towards the Instructors' Implementation of the Teaching of ESP

Related to the students' response towards the instructors' implementation of the teaching of ESP, the data were compiled from the questioner and interview. The questions of the questionnaire were set based on the role of teaching activities from *Permendiknas RI No. 44 tahun 2007*.

No	Response	F	%	Score
1	Very poor	0	0	24 – 44
2	Poor	3	0.3	45 – 65
3	Moderate	15	10.5	66 – 86
4	Good	27	20.7	87 – 107
5	Very good	55	50.5	108 – 128
Mean score				97.36

Table 4.1: the Students' Response

From the above data, the poor response showed that the students had tiny intention and interest in joining the ESP subjects. Here, the students could not focus and measly notice the lesson. Besides, it shown from the result of the questionnaire that the students had less motivation of the subject given. In moderate response, the students showed a better feedback. They were enthusiastic and interest in the activities. They had good focus, motivation, and attention in the class since they enjoy the learning. In addition, the good response showed that the students were interesting in learning ESP since they understand the important of English. They knew their needs that learning ESP was needed since they got specific terms in English based on their fields of study. Further, they were

enthusiastic and interest in joining the ESP subject and had good focus, motivation, and attention to learn. Likewise, the very good response showed that the students had very high motivation and interest in learning ESP. They enjoyed the ESP since they knew that it was an essential subject. They also joined the activities very well.

In addition, the result of the data analysis from the questionnaire indicated that the students' response toward the instructors' implementation of the teaching of ESP was categorized very good. It was known from the highest number of percentages namely 50.5% by the mean of 97.36. It means that the ESP instructors taught ESP well. Here, the ESP instructors selected and delivered the materials very well, used good methods and techniques, evaluated the lesson effectively, and helped the students by giving solutions of the problems.

In choosing the materials, the ESP instructors fit it based on the students' needs. The ESP instructors also confirmed it with their major. Besides, they also used simple and easy media like photos, cards, pictures, laptop, and LCD to support the teaching. The media made the teaching activities vary and more attractive. The ESP instructors not only implemented one method, but they applied role play, games, and students-centred methods. Thus, students felt interested and fun in the way the instructors taught ESP.

As the evaluation, the ESP instructors always did it in the end of the class. They checked the students' understanding and gave reinforcement of the lesson. Besides, they also gave time to the students to learn independently by giving assignment. Thus, it can be concluded that students were happy and interested in learning ESP since they could practice English well (see Appendix 8).

In addition, the interview result showed that the students enjoyed and satisfied in the learning of ESP since they could practice English more (see Appendix 2). Here, the ESP instructors also involved the students in teaching and learning activities and had a good interaction with them.

Discussion

Based on the research findings, the ESP instructors thought that preparation before teaching was very important in order to have systematic and effective classroom activities. It was in line with the idea of Cicek (2013) stating that Successful executives and professional people know that the price of excellence is careful preparation. It means that by having a good preparation, the activity can be done systematically and effectively since the preparation guides and helps to do something. Thus, preparation is needed in regard with leading instructors to do activities in the class orderly.

In addition, related to the way about how the ESP instructors prepared the teaching of ESP, they used lesson plan in order to help them in teaching. They needed lesson plan and course outline as their guidance to teach in the classroom. The lesson plan and course outline were to support their teaching since they agreed that those elements were very important. It was also supported by the statements expert's that a lesson plan is an instructors' map of what students need to learn and how it will be done effectively during the classroom activity (Milkova, 2012).

Moreover, lesson planning has a pervasive influence on successful teaching-learning activities (Brown, 2001). Besides, Brewster (2003) stated that lesson planning has a basic position in the teaching and learning process

since it guides the teacher to teach in the class with clear objectives, a range of activities, and good method for teaching. So, having good planning was an important and crucial part in teaching.

Further, the ESP instructors set the lesson plan before the teaching started. They composed the lesson plan based on the roles or items in the ESP syllabus as the core guidance to set the ESP materials.

Thereto, the implementation of the instructors' preparation for the teaching of ESP was good. It could be seen from the result of observation. The observation showed that the ESP instructors followed the phases of teaching systematically from pre-teaching, whilst-teaching, and post-teaching as well (see Appendix 1). Besides, implementing the lesson plan was considered to be very an important and difficult stage of the lesson planning cycle. In this phase, the lesson plan itself will retreat into the background as the reality of the class takes over (Farrell, 2002). It means that in implementing the planning, the ESP instructors should concern and focus on the planning they have made. Eventhought, it was difficult to implement the plan very well, the ESP instructors need to monitor and evaluate what is happening during the classroom activities. When the planning cannot be implemented effectivelly, they should know what to do or how to anticipate in handling the classroom condition.

Lastly, the finding showed that the students' response towards the instructors' implementation of the teaching of ESP was good. They felt very happy and enjoyed having the ESP subject. In addition, they also felt that ESP was very important to be learned in order to fill the need of English for students. It was in line with the characteristics of teachers' main competences.

Table 4.2: Teachers' Main Competences

Instructors' Competences	
P e d a g o g i c	<ol style="list-style-type: none"> 1. Mastering the learners' characteristics from the physical, moral, spiritual, social, cultural, emotional, and intellectual aspects 2. Mastering the educative learning theories and principles 3. Developing the curriculum related to the subject matter 4. Conducting educative teaching and learning 5. Utilizing the technology, information and communication for teaching and learning concern 6. Facilitating the learners' potential development to actualize their potentials 7. Communicating with the learners effectively, emphatically, and politely 8. Conducting assessment and evaluation of the learning process and results 9. Utilizing the results of assessment and evaluation for teaching and learning concern 10. Doing reflective action for teaching and learning quality improvement
P e r s o n a l	<ol style="list-style-type: none"> 1. Having appropriate behavior with the religious, law, social, and cultural norms 2. Being an honest person, having good attitude, and being a good model for learners and society (role of teacher) 3. Being a stable, mature, wise, and authoritative person 4. Showing high working ethos, responsibilities, pride of being teachers and self-confidence (passion as teacher) 5. Holding with high esteem the code ethics of teachers
S o c i a l	<ol style="list-style-type: none"> 1. Having exclusive attitude, objective and indiscriminative behavior 2. Communicating with colleagues, educational administrators, parents, and societies effectively, emphatically, and politely 3. Adapting in every area of Indonesia where the duty takes place 4. Communicating with the same and different professions community in spoken or written

P r o f e s s i o n a l	<ol style="list-style-type: none"> 1. Mastering the materials, structures, concepts, and scientific way of thinking to support the subject matter possessed 2. Mastering the standard competences and basic competences of the subject matter 3. Developing teaching and learning materials of the subject matter creatively 4. Developing the profession continuously through reflective action 5. Utilizing technology, information and communication for self-development
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Adapted from *Permendiknas, No 16 Tahun 2007*

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the research findings and the discussion in the previous chapter, the conclusion of this research are; teaching plan is important and essential to prepare before the teacher conducts teaching-learning activities, the ESP instructions should be arranged the teaching preparation before teaching, the implementation of the teachers' teaching preparation in teaching ESP was good, there was an appropriateness teaching preparation and teaching implementation. It means that between the teacher's document and the class activities match each other. However, there were some points that were not implemented by the teacher in teaching activities like no reinforcement in the end of the class activities in one meeting classroom observation.

In addition, the students' response towards the implementation of the teaching ESP was good. The students enjoyed and were happy to get ESP subject since it fulfilled the needs of English for students, the components of teachers' teaching preparation in teaching ESP were implemented well.

Suggestions

Based on the result of the study on the implementation of the teachers' teaching preparation in teaching ESP, some suggestions are given as follows:

For the ESP Instructors

The result of this research can be used to improve the ESP instructors' ability in preparing and developing the teaching preparation before teaching ESP. The researcher expected that it gives more information and explanation to ESP instructors who want to prepare the ESP lesson plan. In addition, the result of this research can be used a guidance as a scientific reference.

For the Further Researcher

Based on some limitations in doing this research, the researcher realizes that this research has not been completed yet. There are so many aspects that have not been covered in this research. Therefore, the researcher hopes that there will be other researches to continue this research with different subjects and population related to the teaching of ESP in specific skill.

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